



University of Kentucky
UKnowledge

Family and Consumer Sciences Publications

Cooperative Extension Service

11-2006

Fruit Group: Focus on Fruits [Facilitator's Guide]

Kathy Daly-Koziel
University of Kentucky

Jackie Walters
University of Kentucky, jackie.walters@uky.edu

Right click to open a feedback form in a new tab to let us know how this document benefits you.

Follow this and additional works at: https://uknowledge.uky.edu/fcs_reports

 Part of the [Dietetics and Clinical Nutrition Commons](#)

Repository Citation

Daly-Koziel, Kathy and Walters, Jackie, "Fruit Group: Focus on Fruits [Facilitator's Guide]" (2006). *Family and Consumer Sciences Publications*. 26.
https://uknowledge.uky.edu/fcs_reports/26

This Report is brought to you for free and open access by the Cooperative Extension Service at UKnowledge. It has been accepted for inclusion in Family and Consumer Sciences Publications by an authorized administrator of UKnowledge. For more information, please contact UKnowledge@lsv.uky.edu.

NEP-204FG

FRUIT GROUP

Focus on Fruits

Lesson Goals

After this lesson, participants will:

- Explain why fruits are an important part of the daily diet.
- Know the recommended daily amount of fruits for their eating plans.
- Know the recommended serving sizes for fruits.
- Identify fruits rich in vitamins A and C.
- Serve fruits rich in vitamin A and C to meet the family's needs.
- Identify fruits rich in iron and potassium.
- Serve fruits rich in iron and potassium to meet the family's needs.
- Serve fruits of many different colors.
- Try a new method of cooking or serving a fruit.
- Name at least one way to stretch the food dollar when purchasing fruits.

Before Teaching the Lesson:

1. Read carefully:
 - *Focus on Fruits* (NEP-204)
 - *Best Buys* (NEP-204A)
 - *Fruit It Up* (NEP-204B)
2. Check the homemaker's "24-Hour Food Recall Record." Does she eat a variety of fruits, including ones high in vitamin C? Does she prepare or use fruits in a variety of ways?
3. Check to see if the homemaker is participating in the Women, Infants, and Children Program (WIC). Be familiar with the vitamin C-rich juices offered through WIC.
4. Check local grocery stores for good buys on fruits. Clip food ads to use in teaching.
5. Collect food models, nutrient comparison cards, food labels, and packages to show the homemaker how to select fruits high in vitamins A and C and how to avoid empty calories in fruit products.
6. Plan how you will teach this lesson.

Teaching Tools

For homemakers:

- *Focus on Fruits* (NEP-204)
- *Best Buys* (NEP-204A)
- *Fruit It Up* (NEP-204B)
- MyPyramid "Steps to a Healthier You" mini-poster (USDA CNPP-15)
- *MyPyramid Worksheet* (NEP-201C)
- "24-Hour Food Recall Record"
- *Phytochemicals for Cancer Protection* (FN-SSB.052)
- *Dr. Richter's Fresh Produce Guide*
- Nutrient comparison cards
- Food models
- Food labels and packages, including comparisons of fruit beverages containing different percentages of real fruit juice
- Newspaper food ads
- *Seasonal Menus* (NEP-SBB101-104)
- Cookbooks
- NEP recipes for fruits
- Food and nutrition calendar
- "Fruits" PowerPoint® presentation or flip chart

For youth:

- LEAP for Health
 - "Hungry Caterpillar" (3-5 year olds)
- The Organwise Guys:
 - Organ Annie (3-5 year olds, K-3rd grades)
 - "How to Be Smart from the Inside Out" (3rd-5th grades)



Fruit Group
Focus on fruits

MyPyramid.gov

- “Basic Training for Better Health” (3rd-5th grades)
- “Concentrating on Fruits and Vegetables” (3rd-5th grades)
- Fantastic Foods 4-H Curriculum
 - “Six Easy Bites” (3rd-4th grade)
 - “Tasty Tidbits” (5th-6th grades)
 - “You’re the Chef” (7th-8th grades)
 - “Foodworks” (9th-12th grades)
- Power of Choice (pre-teens)

Lesson Points to Stress

1. Fruits are an important part of the diet. They provide vitamins and minerals, are relatively low in calories and high in fiber, and they add a variety of textures, flavors, shapes, and colors to our meals.
2. Fruits provide other bonuses for good health. Most fruits are naturally fat-free and have no cholesterol and very little sodium. Fruits are a great way to satisfy an urge for something sweet.
3. USDA’s MyPyramid eating plans suggest a particular amount of fruit per person per day. Homemakers should use *MyPyramid Worksheet* (NEP-201C) to determine the right amount of fruit for their daily eating plan.
4. One serving of fruit may be a medium-sized fruit such as an orange, apple, peach, or banana, $\frac{1}{2}$ cup cooked or canned fruit, $\frac{1}{4}$ cup dried fruit, or $\frac{3}{4}$ cup fruit juice.
5. The key nutrients that fruits provide are vitamin A, vitamin C, minerals, phytochemicals, and fiber.
6. Vitamin A helps eyes adjust to dim light, keeps skin smooth, promotes growth, and keeps the lining of the mouth, throat, nose, and digestive tract resistant to infection.
7. Vitamin A is found in dark orange fruits, such as apricots, peaches, and cantaloupes, as well as in watermelon. You should eat vitamin A-rich foods often.
8. Vitamin C helps hold body cells together, strengthens the walls of blood vessels, helps maintain healthy gums, helps the body fight infection and heal wounds, and aids in tooth and bone formation.
9. Vitamin C is found in citrus fruits such as oranges, grapefruits, and lemons. Other good sources of vitamin C are cantaloupes, watermelon, and strawberries. You should eat vitamin C-rich foods every day.

10. Fruits also contain fiber (sometimes called roughage). Unpeeled fresh fruits, dried fruits such as raisins, and fruits with edible seeds, such as berries, are good sources of fiber. People with diets low in fiber may have problems with constipation. Eating raw fruits and vegetables, drinking plenty of water, and getting adequate rest and exercise can help reduce this problem.
11. Proper storage, preparation, and cooking conserve the vitamins and minerals in fresh fruit.

Remember:

- Eat fruits raw and unpeeled.
- Store fruit whole and unwashed.
- Wash fruit just before serving.
- Do not soak fruit in water.
- Cut up fresh fruits just before serving.
- Tightly cover any cut fruits or open containers of fruit juice and store in the refrigerator.

Supplemental Points to Stress

1. Save money on fruits by buying fresh fruits in season, drying, canning, or freezing your own fruits when they are plentiful, and watching for store specials.
2. For less sugar and fewer calories, choose canned fruits packed in their natural juices or light syrup rather than heavy syrup. Many of these products are labeled “lite” and are available in the grocery along with regular canned foods. Avoid purchasing the more costly products in the special diet section of the grocery store.
3. Not all fruit drinks are the same. Only those labeled “100% real fruit juice” have all the vitamins and minerals found naturally in fruit. Other fruit drinks may have only 10% real juice and more added sugar. Read labels and check the list of ingredients.
4. You can serve fruits in a variety of ways: as snacks, in salads, as appetizers, or for dessert. You can eat fruits raw, baked, broiled, stewed, or dried.

Ideas for Teaching the Lesson

1. Before teaching the lesson, review what you taught the homemaker on your last visit.
 - What information has been used?
 - What new things have been tried?
2. Use food models and nutrient comparison cards to show which fruits are good sources of vitamins A and C.

3. Complete *MyPyramid Worksheet* (NEP-201C) with the homemaker to determine the amount of fruit she should be eating daily. Review the homemaker's "24-Hour Food Recall Record" to identify ways to improve her fruit intake.
4. Bring to your visit a basket of fresh fruits in season. Ask the homemaker how many fruits she is familiar with. Talk about what to look for in choosing fresh fruits. Have her taste a fruit that is new to her.
5. Use grocery ads to identify best buys in fruits.
6. Use the nutrient comparison cards to compare orange juice and an orange soft drink. Play the game "Is There Orange Juice in Your Glass?" Collect the following containers and have the homemaker match the percentage of real juice with each item:

| | |
|--------------------|------|
| Orange juice | 100% |
| Orange juice drink | 50% |
| Orange drink | 10% |
| Imitation orange | 0% |
| Orange soda | 0% |
| Powdered fruit ade | 0% |

Talk about the list of ingredients on each product.

7. Use labels from canned and frozen fruit to discuss the sugar content of each. Compare the calorie content. Compare costs.

Ideas for Teaching Small Groups

1. Demonstrate a new method of fruit cookery, such as baking or stewing, or demonstrate a recipe provided with this lesson.
2. Take examples of fresh fruits in season or ask each homemaker to bring to the meeting her favorite fruit. Have a tasting party or make a mixed fruit salad.
3. Present a short skit on shopping for fruits and fruit juices. Use empty packages or actual fresh fruit. Discuss how a smart shopper buys fruit in season, checks for high-quality items, reads labels, and compares juices of different brands.

4. Use an audiovisual or make a large flip chart to illustrate "Lesson Points to Stress." Show the "Focus on Fruits" PowerPoint® presentation. Review the lesson with the homemakers.

How to Tell What the Homemaker(s) Learned

Immediately following the lesson:

- Ask the homemaker to name at least one fruit that provides vitamins A and C.
- Ask the homemaker how much she should be eating from the fruit group daily.
- Ask each homemaker to give some reasons why fruits are important for good health.
- From several choices, let the homemaker select fruits that are the best buys.
- Give the homemaker several labels from canned or frozen fruits or fruit drinks. Ask her to tell you something about the product from information on the label.

At a later visit:

- Review the homemaker's "24-Hour Food Recall Record." Has she included more fruits?
- Provide verbal reinforcement for positive changes.
- Ask the homemaker if she has tried new fruits, new cooking methods or recipes using fruits.
- Use *Seasonal Menus* (NEP-SBB101, 102, 103, 104) and ask the homemaker to circle fruits rich in vitamins A and C.
- Ask the homemaker about fruits she bought the last time she went shopping. Look at them if she agrees. Did she select fruits in season? Did she choose the most economical form of the fruits? Did she buy good-quality fresh fruits and choose canned and frozen products with less sugar? Is she buying fruits rich in vitamins C and A?

Written by Kathy Daly-Kozziel, former EFNEP Coordinator

Revised by Jackie Walters, MBA, RD, LD, Extension Associate for Nutrition Education Programs